

## Review of Literary Exploration Assignment: Student Exemplar

**Answer** the following questions, based on your close reading of the student's assignment.

1. What is the student's main idea? Quote the student directly.
2. How does he/she support and develop the idea? Provide at least two quotations that illustrate the student's development.
3. Is the student's voice convincing? Provide at least one quotation that reveals the student's voice.
4. What words and phrases conveyed the student's voice best? Provide at least two quotations that demonstrates the quality of the student's language.
5. Based on your observations here, use the rubric on the next page to assess the student's Visual Reflection assignment for both categories.

### a. Thought and Support

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

### b. Form and Structure

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

c. Matters of Choice

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

d. Matters of Correctness

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

## English Language Arts 30–2 Literary Exploration Scoring Categories and Criteria 2014–2015

Because students' responses to the *Literary Exploration Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Visual Reflection Assignment on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

*the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.*

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12. Copied under licence from *Access Copyright*. Further reproduction prohibited unless licensed.

	THOUGHT AND SUPPORT	FORM AND STRUCTURE	MATTERS OF CHOICE	MATTERS OF CORRECTNESS
FOCUS	<p>When marking <b>Thought and Support</b>, the marker should consider how effectively</p> <ul style="list-style-type: none"> <li>the <b>student's ideas</b> reflect an understanding of the topic</li> <li>the <b>literary example</b> relates to the student's ideas</li> <li>the <b>support</b> explains and/or clarifies the response</li> </ul> <p>Consider ideas presented in the <i>Personal Reflection on Choice of Character(s) from Literary Text(s)</i>.</p>	<p>When marking <b>Form and Structure</b>, the marker should consider how effectively the <b>student's</b> organizational choices result in</p> <ul style="list-style-type: none"> <li>the development and maintenance of a <b>controlling idea</b> or <b>unifying effect</b></li> <li>the creation of a <b>coherent, shaped</b>, and <b>concluded</b> discussion in response to the assignment</li> </ul>	<p>When marking <b>Matters of Choice</b>, the marker should consider how effectively the <b>student's</b> choices enhance communication. The marker should consider</p> <ul style="list-style-type: none"> <li><b>diction</b>, including connotative language, imagery, idiomatic expressions, and dialect</li> <li><b>syntax</b>, including such choices as parallelism, balance, inversion, sentence length, and variety</li> <li>the contribution of stylistic choices to the creation of <b>voice</b></li> </ul>	<p>When marking <b>Matters of Correctness</b>, the marker should consider the correctness of</p> <ul style="list-style-type: none"> <li><b>sentence construction</b> (completeness, consistency, subordination, coordination, predication)</li> <li><b>usage</b> (accurate use of words according to convention and meaning)</li> <li><b>grammar</b> (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)</li> <li><b>mechanics</b> (punctuation, spelling, capitalization)</li> </ul> <p>Consider the proportion of error in terms of the complexity and length of the response.</p>
<b>Excellent E</b>	An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.	A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.	Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.
<b>Proficient PF</b>	A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.	A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.	Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.
<b>Satisfactory S</b>	A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.	A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.	Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
<b>Limited L</b>	An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.	A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
<b>Poor P</b>	A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.	A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.	Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.
<b>Insufficient INS</b>	<p><b>Insufficient is a special category. It is not an indicator of quality.</b> Assign insufficient when</p> <ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment <b>OR</b></li> <li>The writing is so deficient in length that it is not possible to assess Ideas and Impressions</li> </ul>			
Cross Reference to <i>Program of Studies for Senior High School Language Arts</i>	2.1 2.2 2.3 4.1	3.1 3.2 4.1 4.2	4.2	4.2
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